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WRIT 201.XH1: College Writing II

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WRIT 201 - College Writing II: Advanced Composition

Narrative Identities & Persuasive Writing

Instructor: Matthew Kaler
Email: matthew.kaler@mso.umt.edu

Class Dates and Location: This course runs August 30 – December 8. The class meets Mondays and Wednesdays from 4:00 p.m. – 5:20 p.m. in **in a blended format**, via the course Zoom link *and/or* in classroom 119 on the Bitterroot College (BC) campus in Hamilton, MT, under the supervision of Bitterroot College – University of Montana.

Office Hours: Please schedule an appointment with me in a class session or by email. I will respond to most emails within a 48-hour period, Monday-Friday.

Course Notices for All Course Modalities (different ways to be in class):

- **Each class session will be recorded and posted on Moodle**
- **Mask use is required** within BC classrooms and labs
- **Stay home if you feel sick** or display COVID-19 symptoms; in this case, please contact your primary care physician, or get COVID-19 test at the Curry Health Center (406.243.4330) or the Ravalli County Public Health Department (406.375.6670)
- **Stay up-to-date on COVID-19 information** from the University of Montana
 - UM Coronavirus Website: <https://www.umt.edu/coronavirus>
 - **If you are required to isolate or quarantine**, I will support your continued academic progress through our remote learning option on Zoom and Moodle. Please schedule email me to schedule a meeting for questions and guidance.
 - **UM recommends all get a COVID-19 vaccine**; direct questions or concerns about vaccines to the Curry Health Center
 - **Specific seating arrangements will be used in class and class attendance will be recorded** to support contact tracing efforts
 - **Drinking liquids and eating food is discouraged within the classroom**; this requires mask removal and increases risk of transmission

Course Description:

There have been great societies that did not use the wheel, but there have been no societies that did not tell stories.

—Ursula K. LeGuin

We shape most of our lives through stories, those we tell to others, and those we tell ourselves. In this class we will explore how the tools of storytelling are found in our academic and social lives and can be used in your personal and

professional writing. We will also learn the tools of rhetoric and their impact on an audience to improve your communication skills.

Course Texts:

REQUIRED TEXT:

Understanding Rhetoric: a Graphic Guide to Writing - 2nd Edition
by Elizabeth Losh, Jonathan Alexander, Kevin Cannon, and Zander Cannon

ISBN-10: 9781319042134

Please note that other text editions are acceptable and additional course readings will be provided on Moodle.

Required Technology: Campus E-mail Accounts and Moodle:

Please activate your campus e-mail account right away. Every student is issued a university e-mail account, and there is no cost. Go to any technology help desk on campus for assistance. *You will need to activate your email before you can access Moodle.*

This course requires essential computer skills so that you can access email and negotiate Moodle. *Early in the semester, UM offers a number of Moodle workshops. If you are unfamiliar with Moodle or if you have limited computer experience, please attend these workshops.* You will be expected to work with computers for appropriate class assignments, and most correspondences will be conducted via email/Moodle. Most class materials and instructions will be posted in Moodle. *With the exception of some initial explanations during our first classes, please do not expect extra time in class for any learning curve you might face with technology.* Likewise, please do not expect any extensions on due dates for an assignment because of any technical difficulties you have not conquered. Backup all work.

Course Requirements and Policies:

Writing

You will have the opportunity to develop all of your major projects through a process of inquiry, drafting and revision. For your Formal Writing Assignments (Essays), the class will sometimes be divided into small writing groups and I will ask you to provide copies to workshop by providing feedback and comments as a careful reader.

Format requirements for written work you turn in:

Complete all reading and writing assignments on time. **Be sure that all written assignment are typed.** Any assignments submitted by email must be in document form, attached to the email; no assignments will be accepted in the message body.

Use the following format for submitting written assignments unless instructed otherwise or unless you are following specific genre conventions:

- Provide a basic header in the upper left hand corner of page 1:
 - Your name
 - Course section and number
 - Instructor's Name
 - Date
- Double-space the text
- Use one-inch margins
- Use a standard 12-point font & Times New Roman (or another professional font; no f*cking **comic sans**)
- Number all pages
- Use a works cited page in MLA format as needed

Keep copies of all your work, as hard copy and on a flash drive, or in the cloud.

Writing Assignments

- * Formal and Informal Writing Assignments and Essays
- * Professional Writing Assignment (i.e. Scholarship or Job Application)
- * Thoughtful, active, and responsible participation and citizenship, including discussion, preparation for class by reading all assigned materials, in workshops, and informal writing.

Revision

You bring drafts of the Formal Writing Assignments when required on assigned dates, and you will receive feedback. Submitted drafts of Formal Writing Assignments will receive a grade; your evaluation weighs the effort given and workshop participation on early drafts where applicable.

You have the option to revise **two of the Formal Writing Assignments** for the chance to improve your grade. Submitted revisions must include all previous graded drafts. This option gives you the opportunity to revise work before the semester. Professional Writing assignments are not applicable for revision.

PLEASE NOTE:

- You will receive extra credit for submitting one of your Formal Writing Assignments to the UM Writing Center and working with a tutor through the Distance Student Option. If interested, please speak with me about how to seize this opportunity.

Informal Writing Assignments

These writings deal with reading assignments, class discussions and concepts. These informal assignments should be thoughtful and show the depth of your thinking process; you might tell stories to illustrate your ideas, you might end up contradicting yourself— these just are a few ways you can explore and experiment.

None of these writing assignments will be accepted late. We will regularly share them in class.

GRADING SUMMARY:

Formal Writing Assignments:

75%

Informal Writing Assignments and Participation/Revision: 25%

This course requires an electronic submission (via Moodle) of an assignment stripped of your personal information to be used for educational research and assessment of the university's writing program. Your paper will be stored in a database. A random selection of papers will be assessed by a group of faculty and staff using a rubric developed from the following writing learning outcomes:

- Compose written documents that are appropriate for a given audience or purpose
- Formulate and express opinions and ideas in writing
- Use writing to learn and synthesize new concepts
- Revise written work based on constructive feedback
- Find, evaluate, and use information effectively
- Begin to use discipline-specific writing conventions (largely style conventions like APA or MLA)
- Demonstrate appropriate English language usage

OTHER COURSE REQUIREMENTS

Attendance Policy:

Due to the novel context of this semester, there is no official attendance policy. Please plan to attend class whenever possible on our scheduled days and times – if you are unable to attend, relevant class sessions will be recorded and the videos posted on Moodle for review.

While there is no attendance requirement, get the most out of your investment.

Participation counts for 10% of your final grade and you cannot participate without regularly attending class.

How to be absent:

If you must be absent for a class, watch the class recording through our Moodle link. Additionally, email one of your classmates, (even if you don't know them very well) with specific questions. I may not have time to, or may not respond to general student inquiries about course content during absences because the Weekly Plans provide your "Homework" directions. **You are responsible for all missed material and the homework assigned during your absence.** You may make an appointment with me to go over information. Unless we have previously agreed to some other arrangement, all assignments are due on the announced due dates regardless of your class presence.

Registration Issues

If you miss the first three class meetings (and haven't communicated with me in advance about extenuating circumstances), you need to drop the course on Cyberbear and enroll another semester. The reason for this policy is that important groundwork for the semester is put

in place in the first couple of class meetings, and students without that foundational framework are better served by taking the course when they can give it the attention it deserves.

Grading Scale:

94-100 A
93-90 A-
87-89 B+
86-83 B
82-80 B-
77-79 C+
76-73 C
72-70 C-

Final Grade

I encourage you to talk with me at any time to better understand my comments or to discuss your overall progress and success in the class. Success in this class depends on:

- Meeting all the requirements
- The quality of your written, electronic, and oral work
- Your willingness to enter into the spirit of inquiry, which includes intelligent and appropriate contributions to the class discussions, engagement with topics and lessons, and quality effort on your projects.

Learning Outcomes for College Writing II (WRIT 201)

Below are the rhetorical knowledges; critical thinking, reading, research, and writing processes; and knowledge of conventions we ask students to understand, use, and appreciate in order to write with a sense of civic and academic responsibility in Advanced Composition.

Rhetorical Knowledge

By the end of advanced composition, students should be able to do the following:

- Understand the relationship of rhetoric and writing to participation in academic and civic discourses
- Understand the art of argumentation and have the ability to join academic, disciplinary, and civic conversations as a writer and reader
- Write in multiple academic genres with an awareness of how genres shape and are shaped by reading and writing situations and disciplinary contexts
- Have a consciousness of and maintain fluency with rhetorical decision-making as an important part of composing texts

Critical Thinking, Reading, Research, and Writing Processes

By the end of advanced composition, students should be able to do the following:

- Practice argumentation as a means of critical thinking, or in other words, "ask pertinent questions, recognize and define problems, identify the arguments on all sides of an issue, search for and use relevant data, and arrive in the end at carefully reasoned judgments" (Derek Curtis Bok)
- Understand and use rhetorical reading, analysis, and criticism as a means of interpreting and composing texts

- Engage in information literacy as a means of invention, assessment, synthesis, and creative problem-solving
- Appreciate the challenges of living with diversity and communicating effectively across differences
- Use a variety of technologies to facilitate research, writing, communication, and document design
- Enact collaborative and social aspects of learning with ease

Knowledge of Conventions

By the end of advanced composition, students should be able to do the following:

- Understand the logic of genre conventions and documentation systems
- Understand style, including ornamentation, appropriateness, clarity, and correctness, as a rhetorical decision based on the interrelationships of readers, writers, and texts in specific genres and contexts

Late Paper Policies

Writing Assignments turned in after their due date will be deducted **one full letter grade**, from the Final Draft grade, per day until received. Assignments turned in more than three days late will be given an “F”. I also reserve the right not to accept any late assignment after its due date.

Late Paper Extensions

Extensions on assignment due dates will only be granted for good reason (I reserve the right to determine this) **and** if you contact me prior to the due date. No extensions will be granted if you fail to communicate with me prior to the assignment due date.

Civility Clause

You must abide by the rules for academic conduct described in the [Student Conduct Code](#). I will tolerate neither disruptive language nor disruptive behavior. Disruptive language includes, but is not limited to, violent and/or belligerent and/or insulting remarks, including sexist, racist, homophobic or anti-ethnic slurs, bigotry, and disparaging commentary, either spoken or written (offensive slang is included in this category).

While I do not disagree that you each have a right to your own opinions, inflammatory language founded in ignorance or hate is unacceptable and will be dealt with immediately.

Disruptive behavior includes whispering or talking when another member of the class is speaking or engaged in relevant conversation (remember that I am a member of this class as well). This classroom functions on the premise of respect, and you will be asked to leave the classroom and a formal process of Student Conduct Code violation will be pursued, if you violate any part of this statement on civility.

IMPORTANT NOTES:

Zoom Conduct: To get to know you in a virtual environment, and to uphold the value of our class community within the superstructure of that concept in our curriculum, **please turn your cameras on when attending class during the first three weeks**. Use the background feature if desired (as long as it does not violate the student conduct policy).

Communication: I am available to speak with you and answer questions during office hours, by scheduled appointment, and through email. Please contact me as soon as possible to discuss any problems or needs for accommodation.

Course Accommodations Statement (ODE): Students with disabilities will receive reasonable accommodations in this course. To request course modifications, please contact me as soon as possible. I will work with you and Disability Services in the accommodation process. For more information, visit the Disability Services website (<https://www.umt.edu/disability/>) or call 406.243.2243.

Contact UOnline if you have questions about or problems with any of our online course materials or your UM email account. UOnline Technical Support: 406-243-4999, UMOnline-help@umontana.edu

Plagiarism and Academic Dishonesty: All work submitted for this course must be your own and be written exclusively for this course. The use of sources (ideas, quotations, paraphrases) must be properly documented according to required formatting standards. (We will discuss these and learn how to use them together.) In cases where plagiarism has been clearly established, the award of an F for the final course grade is the standard practice. Please see me if you have any questions about your use of sources.

TITLE IX protects people from discrimination based on sex in education programs or activities that receive Federal financial assistance. Title IX states that:

No person in the United States shall, on the basis of sex, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any education program or activity receiving Federal financial assistance.

In accordance with Title IX laws, all employees at The University of Montana are considered “**Responsible Employees**,” which requires me to report incidents of gender-based discrimination (e.g. sexual violence, sexual harassment, rape, sexual assault, domestic violence, and/or stalking) to the Title IX Coordinator, **Alicia Arant (243-5710, eoaa@umontana.edu, University Hall, Room 006).**

Please know, I will work with you when I do this. Once an incident is reported to Title IX, the student will be contacted by the Title IX Coordinator for follow up. Students can also report directly to the Title IX coordinator in regards to any gender-based discrimination.

Disclaimer

Please be advised that I reserve the right to change and/or modify any of the aforementioned points within this Syllabus, details of the Essays and Informal Writings, due dates, and the course Weekly Plans. If I do, I will verbally announce any changes in class as well as post them to Moodle immediately.